

Research & Action Report

Wellesley Centers for Women

 Center for Research
on Women

 Stone Center



Featuring:

**Telling the Truth about
Power**

**Battered Mothers
Fight To Survive the Family
Court System**

**School Interventions,
Not Zero Tolerance, Prevent
Gender Violence**

**Afterschool Learning
for the Heart and the Head**

Honor Roll of Donors

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Thank you!

The six months that have flown by since the spring edition of *Research & Action Report* have been especially busy ones here at the Wellesley Centers for Women. Reading this issue will give you some sense of the range of projects, programs, and publications we have undertaken.

In addition to the vital ongoing work reported here we have devoted considerable attention to thinking about how to better reach out to wider audiences and how to describe our work in the concise ways our fast-moving society expects. Sound bites don't work very well for us; the work is too complex and varied to be adequately conveyed in a few catchy words. But we have developed a new descriptive piece that I believe does give a sense of the depth and substance of our work.

The new brochure shows a delicate fern growing up from inhospitable terrain with a tag line that reads, "We break new ground with the force of fresh ideas." Fresh ideas are what WCW is all about. Every funded project and every not-yet-funded proposal is about new ideas, fresh perspectives—ones that grow from our ever-deepening understanding of the complicated lives of women, children, and families.

Bringing women's views and strengths into public debate, practice, and decisionmaking *everywhere* is crucial. A viable future for our earth and its inhabitants depends on it and that, too, is what our work at WCW is all about. We must continue to develop new ideas, fresh perspectives, and solutions reflecting traditional strengths associated with women. We must do this not simply to encourage and support girls and women but to help free men and boys from the narrow and harmful constraints that traditional expectations of masculinity impose on them and on the rest of the world.

Here at the Centers we are dedicated to generating both ideas and collaborations—across disciplines, across institutions, and among women around the globe. Collaboration is the very hardest kind of work, but it is the only kind of work guaranteed to have a lasting, positive impact. We all learn best the answers to our own questions. But our questions are deeper and more powerful when they grow from the wider understanding that collaborative work fosters.



One such recent collaborative undertaking has resulted in a new publication on gender violence in schools in developing countries. "Unsafe Schools: A Literature Review of School Related Gender Based Violence in Developing Countries" was commissioned by the office of Women in Development at the United States Agency for International Development. The project came to WCW via our participation in a consortium involving ten other organizations. The review team here at WCW involved nine researchers, several student assistants, and two administrative assistants. It was a collaboration within a collaborative, and was every bit as complicated as that description implies. But the report and the 70-page annotated bibliography are richer by far than any one or two individuals working alone could have produced.

In the conclusion to the report, I noted that addressing power imbalances between men and women is central to preventing gender violence, and that this process must be deeply rooted in schools. Successful efforts must include both boys and girls. Our lives are intimately interwoven, and working only with girls is, at best, only half a solution. Framing the issue in the polarizing language of girls versus boys, victims versus perpetrators, only exacerbates an already difficult situation and masks the complexity of the dynamics of gender and power.

The day-to-day collaboration of women and men working toward a more just and equitable world, informed by feminist perspectives, may be one of the most challenging collaborations of all, but it is an essential one—one we believe our work fosters.

NIOST and Achieve Boston Host Professional Development Summit

What do Baltimore, Chicago, Kansas City, Indianapolis, Philadelphia, and Seattle have to tell Boston about supporting after-school and youth workers? That was the central focus of a two-day summit this past summer, hosted by the Center for Research on Women's National Institute on Out-of-School Time (NIOST) and other members of Achieve Boston, a collaboration of organizations working to build a citywide professional-development system infrastructure for afterschool and youth workers in the Boston area. The summit broke new ground by bringing together experts from both the afterschool and youth development fields to talk about improving the competency and stability of staff, strengthening the organizations and programs in which they work, and improving opportunities and outcomes for the young people they serve.

Discussion at the summit centered on several topics that the Achieve Boston group has determined to be key pieces of a unified professional-development system in Boston. These include a core knowledge base that workers in the field need to possess in order to do their jobs well; a unified system of high-quality and accessible training; a career lattice through which workers can advance in their fields; and a set of standards that programs can be held accountable for meeting.

In addition to NIOST, members of Achieve Boston include the Boston 2:00–6:00 After-School Initiative, the BEST Initiative/Medical Foundation, the Boys & Girls Club of Boston, the Massachusetts School-Age Coalition, Parents United for Child Care, and the YMCA of Greater Boston. Also participating in the summit were representatives from community and faith-based organizations, local cultural institutions, the City of Boston, child care resource and referral organizations, state government agencies (education, child care services, higher education), and local and national funders.

Adolescent Sexuality Research Continues at WCW

With a "mixture of pride and regret," WCW Executive Director Susan Bailey announced in April that Deborah Tolman would be leaving the Centers to become Professor of Human Sexuality Studies at San Francisco State University. Since 1995 Tolman had been at the Center for Research on Women where she founded and directed the Gender and Sexuality Project. She is the author of numerous publications, including the recent book, *Dilemmas of Desire: Teenage Girls Talk about Sexuality*, published by Harvard University Press. "As much as we will all miss Deb," Bailey remarked, "this appointment is a wonderful honor and recognition for her."

Work on one of Tolman's grants, Television Consumption and Sexual Activity, is ongoing at the Center for Research on Women under the direction of research scientist Meg Striepe. According to Striepe, the aim of the project is to examine whether adolescents' television viewing is related to their sexual beliefs and practices. Staff, including Adrianna Canales, Meredith Everson, Mary Harris, Michelle Porche, and Lynn Sorsoli, are collecting data in the final phase of this longitudinal study and providing data management and data analysis.

Stone Center Announces Empowering Children for Life Awards

The first awards under the Stone Center's Empowering Children for Life: Robert S. and Grace W. Stone Primary Prevention Initiatives Grant Program were made in July. The program supports doctoral and postdoctoral research that advances understanding of the role of relationships in fostering child and adolescent well-being and healthy human development.

The following proposals were selected for funding:

Addressing White Middle School Adolescent Racism with a Relational/Cultural-Inspired Strategy of Intervention: Comparing Limited Cross-Cultural Communication with Adult-Facilitated Cross-Cultural Connection

Laura Catullo, MS, MA,
NOVA Southeastern University

The Relational Health Indices: A Study of Girls' and Boys' Relationships

Belle Liang, Ph.D., Boston College

Urban Adolescents' Perspectives on Social Class and Relationships at Work Entry

Anne Noonan, Ph.D., Center for Research on Women, Wellesley Centers for Women, Wellesley College

Getting to the Heart of the Mentoring Process: An In-Depth Interview Study of Successful and Unsuccessful Mentor Relationships between Adolescents and Adults

Renee Spencer, LICSW, Ed.D., Boston University

For grant guidelines and more information on the Stone Center Primary Prevention Initiatives grant program, visit the Web site at www.wcwonline.org/grantprogram/index/html.

Conferences and Presentations

Project directors and researchers at WCW regularly present their work at conferences, workshops, and professional meetings. Listed below are some recent highlights.

Susan Bailey was part of a panel on gender and global citizenship in K-12 schools at the National Council of Research on Women annual conference, held May 30-31 in Oakland, CA.

A number of WCW researchers were among the presenters at the 8th International Family Violence Conference, held July 13-16 in Portsmouth, NH. Veronica Herrera discussed "Renewing Theoretical and Empirical Efforts Towards Understanding Female Delinquency and Violent Behavior;" Nan Stein presented "Bullying or Harassment? Degendering and Obscuring the Discourse of Rights;" Vera Mouradian presented a paper coauthored with Linda Williams and Benjamin Saunders entitled "Intimate Partner Violence from a Longitudinal Perspective: When Does Violence Persist?" and Victoria Banyard, Linda Williams, and Benjamin Saunders presented "Protective Factors and Complex Trauma: The Moderating Role of Resources for Women Multiply Traumatized across the Lifecycle."

In Orlando, FL, on July 25, Rochelle Hanson, Benjamin Saunders, Linda Williams, and Daniel Smith presented "The Role of Abuse Characteristics and Cognitive Attributions in Predicting Posttraumatic Stress and Depression: Findings from the Navy Family Study" at the 11th Annual Colloquium of the American Professional Association on the Abuse of Children.

Nancy Marshall, Allison Tracy, Marguerite Dresser, and Anne Noonan presented "Gender, Retirement Status and Health among Older Workers" at the annual meeting of the American Sociological Association, held August 19 in Atlanta, GA.

Vera Mouradian presented "Parenting Behavior among Adults Reported for Family Violence," a paper coauthored with Linda Williams and Benjamin Saunders at the 8th International Conference on Family Violence Advocacy, Working Together to End Abuse: Advocacy, Assessment, Intervention, Research, Prevention and Policy, held September 16-20 in San Diego, CA.

Linda Williams gave a paper entitled "Bridging the Gap: Advocacy and Research" and Vera Mouradian presented "Effects of Question Order on Reports of Intimate Partner Violence" at the Toward a National Research Agenda on Violence Against Women National Research Conference, held October 1-2 in Lexington, KY.

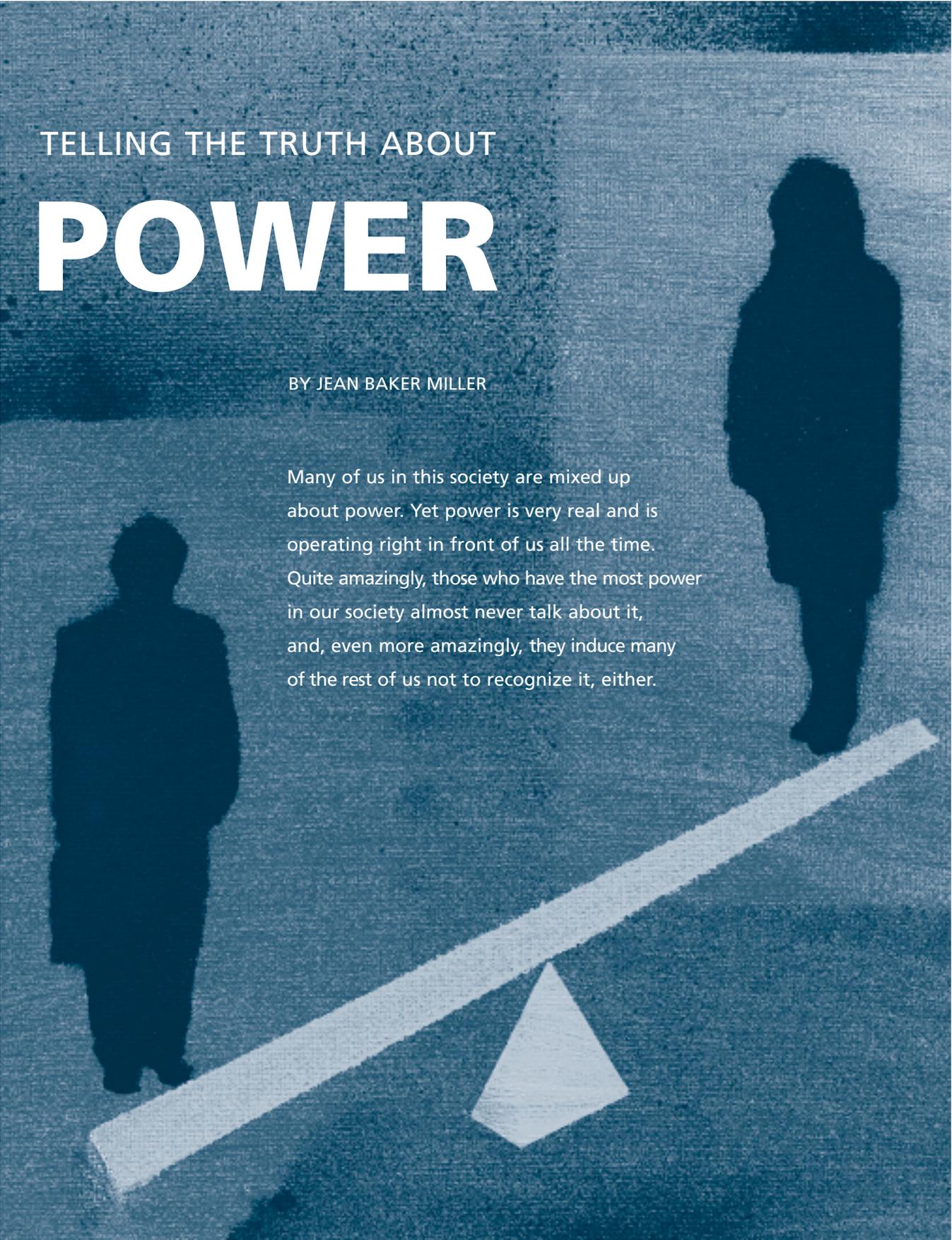
Nan Stein was a key presenter at the Casa Myrna Vazquez conference, Fighting Like a Girl: The Dynamics of Girl-on-Girl Violence, held October 7 in Boston, MA.

Pamela Seigle and Jim Vetter presented "Building Relationships, Teaching Skills: Strategies from the Open Circle Program" at the 10th National Forum of the Character Education Partnership, held October 16-18 in Arlington, VA.

Peony Fhagen-Smith, Sumru Erkut, Heidie Vazquez-Garcia, and Michelle V. Porche presented "Theoretical Help Still Needed: What Does It Mean To Be Multiracial?" at the Third Annual Diversity Challenge Conference: 30+ Years of Racial Identity Theory: What Do We Know? And How Does It Help Us?, on October 17 at Boston College in Chestnut Hill, MA.

Linda Williams presented "The Impact of Family of Origin on Family Functioning Post-Abuse" at the International Society for Traumatic Stress Studies Conference, held October 29 to November 1 in Chicago, IL.

Monica Driggers represented the Battered Mothers Testimony Project at the inaugural conference of the Sheila Wellstone Institute at the University of Minnesota on November 13. In addition to speaking at the opening, Driggers presented a training on the use of human rights as a tool to combat postseparation violence.



TELLING THE TRUTH ABOUT

POWER

BY JEAN BAKER MILLER

Many of us in this society are mixed up about power. Yet power is very real and is operating right in front of us all the time. Quite amazingly, those who have the most power in our society almost never talk about it, and, even more amazingly, they induce many of the rest of us not to recognize it, either.

Mutual empowerment is a possibility in all relationships, even when one person clearly has more power than the other..

When I was a kid, for instance, my friends and I adored the movies. We'd go every Saturday afternoon, and for five cents we'd always see two full-length films, a cartoon, a newsreel, and an episode of an ongoing adventure story, which was almost always a Western. Every week we'd see the "bad guys," the so-called Indians, portrayed as strange-looking, fierce, uncivilized, savage murderers who were threatening the white cowboys. The theater rang with ear-shattering cries, cheers, whoops, and whistles when the cowboys hurt or killed the Native Americans.

It never occurred to us that it was the white people who had taken power by force, stealing the Native Americans' land and destroying their cultures, even calling them by a false name. We absorbed these untruths routinely every week, and I was drawn into disparaging and even fearing these powerful, violent people (from where I lived in the heart of New York City). I don't remember history classes in elementary or high school changing these images, and I can't recall how old I was before I learned to my shock that we, the whites, had brutally taken power over the Native Americans. Indeed, we never saw any people of color portrayed with truth. This is one example of how the "cultural materials" of a dominant group mystify its operation of power.

For various historical reasons, a dominant segment in any society tends to divide people with less power into groups by race, class, gender, sexual preference, and the like. The dominant group often gains tremendous power over the less powerful groups in economic, social, political, and cultural realms. But dominant groups do not usually say, "I have great power over your life; I want to keep it and, if possible, increase it because I'm afraid of losing any of it to you."

It is important to recognize that there are different kinds of power. We use the term "power-to" to mean the ability to make a change in any situation, large or small, without restricting or forcing others. The term "power-over" we apply to situations or structures in which one group or person has more resources and privileges and more capacity to force or control others. Structural power reinforced by power-over practices obstructs growth and constructive change.

Dominant groups usually manufacture false belief systems that act to perpetuate their power-over position and sustain their separation from subordinate groups. Patricia Hill Collins (1990), an African-American sociologist, discusses the impact of *controlling images*. She notes that dominant groups tend to create sets of images about themselves and about each of the "subordinate" groups. These controlling images are always false, yet they exert a powerful influence, holding each group in its place and maintaining the *status quo*. We absorb these images about others and ourselves, usually without fully realizing it, just as I absorbed the negative images of Native Americans in the Westerns I saw as a child. This is part of the way dominant groups mystify their power-over practices and entice many of us into cooperation.

As an alternative to power-over practices, Judith Jordan (1986) and Jan Surrey (1987) have developed the concept of mutual empowerment. *Mutual empowerment* is a two-way, dynamic process in which all people in a relationship move toward more effectiveness and power, rather than one moving up while the other moves down. Mutual empowerment is a possibility in all relationships, even when one person clearly has more power than the other, such as parent-child, teacher-student, therapist-patient. The people in these relationships are not equal along such dimensions as age, experience, knowledge of a certain field, and so on. Yet the goal in these types of unequal relationships is similar: for the more powerful person to foster the growth of the other person. The move is toward change, toward equality and mutuality (Miller, 1976). Mutuality means joining together in a kind of relationality in which all participants are engaged, empathic, and growing (Jordan, 1986). Mutual empowerment involves finding ways to make interactions growth-fostering for everyone in the relationship.

What are some ways we can encourage movement toward mutual empowerment, especially when many people have suffered trauma or severe psychological isolation as a result of interpersonal, social, and structural power-over practices? Interpersonal approaches would include:

- Identifying how we use power-over maneuvers or obfuscate our use of power in our relationships.
- Seeking mutually empowering ways of engaging in relationships, such as developing shared agreements about expectations for the relationship.
- Negotiating new agreements as relationships grow or change, rather than implementing power-over maneuvers to control the relationship.
- In temporarily unequal relationships (such as parent-child, teacher-student relationships), helping the less powerful person move toward mutual empowerment, mutuality, and, eventually, equality.

The way to prevent or reduce power-over practices is to increase each person's power in the relationship, their power-in-connection rather than power that is coercive and arising out of fear. In growth-fostering relationships, facilitating the power of one person does not mean less power for the other. That kind of thinking usually follows from the notion of a "zero-sum game" or from patriarchal, power-over thinking. This is still how most institutions operate. However, we can begin to envision the ways of reframing the power issue. The answer does not lie in flipping over whoever is in power so that subordinates gain more power but continue operating in the same old dominant-subordinate framework. The answer is to search for a new structure altogether, one of *mutual empowerment*. This transformation would change life for all of us.

The way to prevent or reduce power-over practices is to increase each person's power in the relationship...

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Jean Baker Miller, M.D., is the director of the Jean Baker Miller Training Institute at the Stone Center. This article is based on her new working paper, the 100th in the Stone Center's distinguished series. "Telling the Truth about Power" was first presented in July at the 2003 Jean Baker Miller Summer Training Institute. The paper, JBMTI/Stone Center Working Paper No. 100, may be ordered from the WCW Publications Office at 781-283-2510 or via the Web at www.wcwonline.org.

BATTERED MOTHERS FIGHT TO SURVIVE THE FAMILY COURT SYSTEM

Human rights abuse charges are commonly used to attempt to tarnish political leaders and institutions in other countries. However, when the human rights lens focuses on U.S. institutions, such as the Massachusetts family court system, alarming cracks appear in the American assumption of justice at home. The Centers' Battered Mothers' Testimony Project (BMTP) has found that battered women often face yet another form of abuse in court.

Battered Mothers Speak Out, a report published by BMTP in November 2002, documents the human rights violations battered women suffer when they fight against their abusers for custody of their children in the Massachusetts family courts. Since 1999, project codirectors Carrie Cuthbert and Kim Slote have been gathering evidence about court processes and outcomes from abuse survivors, their advocates and counselors, and from state judicial and government officials.

"We interviewed 40 battered mothers with experience in 11 of Massachusetts' 14 counties who were diverse in terms of race, age, socioeconomic status, and sexual orientation," said Cuthbert. "Despite their diversity, the problems that they identified were remarkably similar. The courts fail to protect battered women and children by issuing child custody rulings that endanger them. Family courts give custody to batterers. Child abusers are given unsupervised visitation. Women and children are required by the courts to interact with their abusers with no protection."

Ironically, Massachusetts is a leader in addressing domestic violence through criminal prosecution, crisis intervention, and social and public-health services. Massachusetts and many other states fail on the next frontier—when battered mothers go to court to retain custody of their children.

Mixed Message from the State

“Battered women get a mixed message from the state,” Cuthbert said. “On one hand, they are told to leave their batterers to protect their children. But when they leave, they have to go to family court to resolve issues. The court tells them to maintain relations with this person and to foster a relationship between the children and their abuser. This way, batterers can continue the abuse following separation.”

In court, women are often at a disadvantage. A law that could provide critical protection—the Massachusetts Presumption of Custody Law that affirms that children’s best interests are not served when they are placed in the custody of a batterer or child abuser—is not regularly enforced. Women usually receive custody in uncontested cases, but the 1989 gender bias study commissioned by the Massachusetts Supreme Judicial Court found that fathers win three times more often than mothers in contested custody battles.

Ensuring better treatment and outcomes for battered women facing custody battles is urgent, says the BMTP team. Courageous women who left brutal partners expect justice in the family court system, and they are dismayed when custody goes to the person who abused them or their children. “Women lose trust in the court system,” said Cuthbert. “That means battered mothers may stay with the batterer because they at least have some measure of control when they are present in the home.”

“Battered women get a mixed message from the state...On one hand, they are told to leave their batterers to protect their children. But when they leave, they have to go to family court to resolve issues.”

Rising Activism

Cuthbert, Slote, and BMTP policy director Monica Ghosh Driggers saw increasing activism among the women who participated in Battered Mothers’ Testimony Project interviews, focus groups, quarterly project meetings, and the May 2002 human rights tribunal at the Massachusetts State House.

At the tribunal, four survivors told their stories of domestic abuse, attempts to flee it, and entrapment in legal snarls with their abusers. A video of the tribunal and copies of the November report have nearly sold out. Although the judicial response was critical of the report’s methodology, the chief justice of the Massachusetts Probate and Family Court did send copies to every family court judge. And women continue to call the project months after the initial media coverage has died down.

“We’ve had an overwhelmingly positive response from survivors,” Cuthbert said. “Women from all across the country have called, saying, ‘This is my story. Your project made me feel like I’m not alone.’ Because of this response, we think what we reported on was just the tip of the iceberg.”

Although the research project ends in December 2003, the work of transforming project findings into concrete policy and practice is just beginning. A new grassroots organization of survivors and advocates—the Massachusetts Protective Parents Association—began meeting last summer. The project has been replicated in Arizona and several other states have expressed interest in the Massachusetts effort, all indications that the project’s impact is growing.

Human Rights Perspective

The project’s focus on international human rights standards helped draw support from survivors and transform them into leaders, BMTP leaders say. “Human rights looks at how governments treat citizens,” said Cuthbert. “International human rights standards provide a yardstick to measure government action and inaction, as opposed to looking at an individual perpetrator.”

In contrast to the focus in the U.S. on civil and political rights, the international human rights framework puts equal value on civil, political, economic, social, and cultural rights. The Battered Mothers’ Testimony Project, a project of the WCW Women’s Rights Network, embraces this broader scope. Battered mothers frequently face unmanageable legal expenses or lack access to the legal representation necessary to win court fights. Lack of economic rights, in essence, denies them justice.

“The power of human rights is that they affirm the gravity of what these women and children have had to go through,” Cuthbert said. “These are not just bad outcomes or policies. These are human rights abuses. Everyone has a fundamental right to freedom from violence.”

“Women from all across the country have called, saying, ‘This is my story. Your project made me feel like I’m not alone.’”

What’s Next?

The publication of *Battered Mothers Speak Out* on the first day of the annual global campaign, 16 Days of Activism against Gender Violence, is focusing new energy on solving the systemic family court problems. Steps toward action include the founding of the Massachusetts Protective Parents Association and a new early intervention partnership between the Women’s Bar Foundation and Help for Abused Women and Children, an advocacy group. The Battered Mothers’ Testimony Project leadership and steering committee have addressed public meetings, research and domestic violence conferences, and the Governor’s Commission on Domestic Violence. Amnesty International, the ACLU, the Executive Office of Public Safety for the State of Massachusetts, and organizations in several other states are developing initiatives based on project findings.

The BMTP team sees their work as a call for more research, activism, and action at the national level. Driggers, an expert in court reform, is currently pursuing possible sources of funding for a new project on gender and justice aimed at national legislation, expanded research, and broader advocacy.

“The court system seems to feel that if they are aware of a problem, then it is solved,” Driggers said. “Ten years ago courts across the country produced gender bias reports and made recommendations and worked on a few. Female attorneys are no longer called ‘honey’ in court, but treatment of female litigants doesn’t seem to have improved. I want to go back and see if progress has been made.”

For more information on the Battered Mothers’ Testimony Project and ongoing WCW work on this topic, visit www.wcwonline.org/wrn

The Findings

The Battered Mothers’ Testimony Project found that the Massachusetts Family Court system violated human rights through:

- Failure to protect battered women and children from abuse: incidents include granting child custody to batterers.
- Discrimination and bias: holding mothers to a higher parenting standard than fathers.
- Degrading treatment: court investigators treat battered women with disrespect.
- Denial of due process: court officers pressure battered mothers to engage in unsafe face-to-face mediation with their abusers.
- Allowing the batterer to continue the abuse through the court system: battered mothers are harassed emotionally and financially when batterers can file multiple, baseless motions.
- Failure to respect economic rights: judges fail to hold batterers accountable for nonpayment of child support.

SCHOOL INTERVENTIONS,

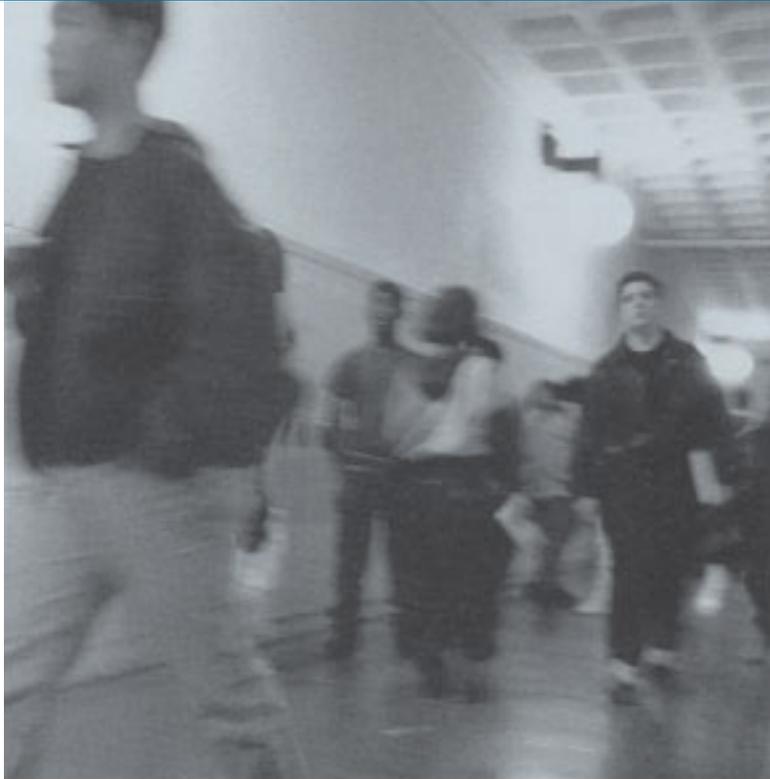


Photo by Micheal Indresano Photography

NOT ZERO TOLERANCE,

PREVENT GENDER VIOLENCE

Effective materials for students, school personnel, and parents are critical to combating bullying and sexual harassment in schools. Creating such tools is a core interest of senior research scientist Nan Stein, a former middle school teacher whose work ranges from anti-bullying and harassment curricula to new work on the dangers that zero tolerance laws pose to children's civil rights. The sale of more than 75,000 copies of Stein's three curricula attests to the need for such classroom tools.

In an age of data-driven decisions, however, school officials want more than teacher recommendations. They need documented results and outcomes. For widespread acceptance, programs and materials must demonstrate effectiveness through objective studies. One of Stein's curricula, *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*, was recently evaluated in a three-year project funded by the Centers for Disease Control and Prevention (CDC).

SafePlace, a sexual assault/domestic violence center in Austin, Texas, chose Stein's *Bullyproof* as a core component of the Expect Respect Project. SafePlace, the University of Texas (UT), and the Austin public schools implemented a violence prevention program pairing six control schools with six where *Bullyproof* was used in an intervention program with fifth graders and their teachers. In peer-reviewed journals out this fall, CDC and UT evaluators report that after the intervention, more students were able to recognize bullying and sexual harassment, an important step in stopping these behaviors. After the evaluation, SafePlace expanded bullying prevention efforts to public meetings and Expect Respect/*Bullyproof* was selected in 2002 as a Promising Practice by the National Resource Center on Domestic Violence.

“One way to dismantle bullying and harassment is to focus on courage,” said Stein, author of *Classrooms and Courtrooms: Facing Sexual Harassment in K-12 Schools*. “By that I mean the courage of the bystanders and observers, not necessarily the courage of the person being picked on. My curricula are tied to works of literature, such as *Bridge to Terabithia* and *Number the Stars*, that have courage as a theme, but I use a more expansive definition of courage including mundane, daily acts of courage. These smaller, building blocks of courage might include several kids walking a younger child away from a schoolyard bully. By focusing on these small acts of courage, we can build an infrastructure that can help dismantle harassment.”

Naming the Problem Early

Research on peer victimization shows that the U.S., Europe, Australia, and Asia share a common problem: some 18 percent of elementary students report being bullied. Bullying increases throughout elementary school, peaking in middle school, then declining in high school, although the damage is not over then. Long-term consequences include a link to teenage sexual harassment and adult domestic violence. Sexual harassment may involve a much larger segment of students. A 2001 American Association of University Women study found that 80 percent of girls and boys grades 8 to 11 experienced sexual harassment in their schools.

Harassment and bullying are well documented in students’ own words. In a recent talk, Stein shared comments by eighth-grade Massachusetts students in a school using Stein’s *Flirting or Hurting?* curriculum. “It’s amazing that this stuff goes on at our school,” one boy wrote. “I think that part of the problem is that some kids don’t know what sexual harassment is, so they don’t know that they are doing it.”

Stein finds these journal entries encouraging because they point out the impact that age-appropriate, deliberate, and teacher-led conversations and curricula can have in students’ lives. “By creating a common classroom vocabulary and offering nonpunitive and nonlitigious ways to probe controversial and troubling subjects, educators and their students can confront and reduce sexual harassment and gendered violence in the schools,” Stein said.

Teachers and administrators need to recognize that sexual harassment is a common feature in the school lives of both boys and girls. “The next step,” Stein said, “is for the adult to name it and take it on publicly in the classroom and throughout the school community.”

According to Stein, school-wide efforts that directly address sexual harassment, bullying, and other forms of gender violence can help prevent these behaviors. Schools can begin in class with lessons about teasing and bullying, take a firm stand against hazing, and offer effective counseling, perhaps billed as lunchtime discussion groups. Prevention programs can reduce the need for punishments, Stein believes.

A male student wrote that the *Flirting or Hurting?* program really had an impact. “X has stopped goosing and touching girls. I never thought I’d see the day—he no longer pinches girls and rubs up against them in the hall.”

Safety in Schools—in Law and in Fact

A new article by Stein, “Bullying or Sexual Harassment? The Missing Discourse of Rights in an Era of Zero Tolerance” published this fall in the *University of Arizona Law Review*, examines problems with local interpretations of current state laws. A growing body of anti-bullying laws passed after the 1999 Columbine High School shootings have pushed many schools to take a zero tolerance stand, imposing harsh, mandatory punishments for vaguely defined behaviors.

After a 1999 Supreme Court decision established that schools are legally and financially responsible if they allow known sexual harassment to continue, schools have paid closer attention to some behaviors. Laws meant to prevent grenade launchers from entering schools, however, have been used to suspend an eight-year-old boy for pointing a chicken finger at his teacher and saying “pow, pow.” A female assistant principal, reacting to a previous year’s mooning incident, forced the girls to lift their skirts to prove they were wearing underwear to be allowed entry into a school dance. These local interpretations of laws point to common violations of students’ civil rights.

“ZERO TOLERANCE LAWS HAVE EVISCERATED THE CIVIL RIGHTS OF STUDENTS...THERE IS NO DUE PROCESS IF IT'S ONE STRIKE AND YOU ARE SUSPENDED.”

Zero Tolerance = Zero Civil Rights

“Zero tolerance laws have eviscerated the civil rights of students,” Stein said. “There is no due process if it’s one strike and you are suspended. It’s a gross injustice to have your educational career derailed by a questionable action like showing your midriff or skateboarding. There is no due process if circumstances are ignored and teachers are denied teachable moments.”

According to Stein, anti-bullying laws are delivering unintended consequences on several levels. First, they degender the conversation by moving it away from sexual harassment. Second, they shift the discussion away from civil rights, which schools must protect, to a focus on individual misbehavior.

Stein says the post-Columbine reaction, which targeted physical violence and weapons in school, also misses the key fact that extreme violence is the least common threat to school safety. Students are much more likely to face threats to their psychological and social safety, such as losing the right to learn, because of harassment.

Zero tolerance policies amplify the power of anti-bullying laws, Stein says. Pressure for legal reform is coming from diverse sources such as juvenile rights lawyers, parents, community activists, and researchers. More focus should go to changing behaviors early through school-based programs, counseling, and civil rights and anti-harassment legislation, Stein said. “The ideology of these anti-bullying laws is to punish and exclude the bully. The result is not reform, only demonization.”

Journey into Gendered Violations: A College Course

When students register for the Wellesley College course Gendered Violations, they confront a troubled world. A joint anthropology/ women’s studies course taught by the Wellesley Centers for Women’s Nan Stein and Wellesley College professor of anthropology Sally Engle Merry, the course combines an anthropological approach to gender with an analysis of interventions—from policing to therapy—aimed at reducing gendered violations of women. These violations include the hard realities of domestic violence, sexual assault, and sexual harassment.

“We look at the discourse about creating women’s rights as human rights, at social science research and policy making about violence against women, and the construction of masculinity and femininity,” says Stein.

As an interdisciplinary effort, the course combines the tools of legal anthropology, which is Merry’s field, and research and action efforts in Stein’s realm of education. “Our interests are parallel in their focus on efforts at surveillance and control. The problem I’ve identified around sexual harassment in schools and Sally identified in efforts to reduce domestic violence is how they count on surveillance and control of the perpetrator. We want to know what happens when you go down that road of surveillance and control to reform somebody.”

A day-long field trip takes the students to a courtroom where they talk to a judge about restraining orders and then on to visits with the governor’s advisor on domestic violence, the statewide Coalition on Sexual Assault and Domestic Violence, and a domestic violence shelter. This brush with harsh reality is new to some students, but not to others.

“In our class, we have students who disclose that they have witnessed domestic violence or threats or have experienced teen dating violence themselves,” Stein says, “That’s always a very powerful element.”

Bringing Change to Schools: Teaching Guides

- *Flirting or Hurting? A Teacher’s Guide on Student-to-Student Sexual Harassment in Schools for Grades 6 through 12* (1994)
- *Bullyproof: A Teacher’s Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students* (1996)
- *Gender Violence/Gender Justice: an Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences* (grades 7-12) (1999).

These and other publications by Nan Stein may be ordered from the WCW Publications Office at 781-283-2510 or via the Web at www.wcwonline.org.

AFTERSCHOOL LEARNING FOR THE HEART AND THE HEAD:

The Path toward Self-Awareness,
Healthy Relationships, and Strong Groups

The battle for afterschool care has evolved in the past 20 years from the urgent need to create safe, affordable programs to rising demands for good programs that use afterschool time strategically. Although increasing pressures from the nationwide curriculum reform and standardized testing movements push afterschool programs to focus on academic goals, the precious hours between classroom and family room need to include genuine relationships with caring adults outside the hierarchies of school or family, according to the leaders of the Bringing Yourself to Work (BYTW) program.

Good relationships between afterschool staff and children provide emotional support and interpersonal growth, which are key factors in academic and personal success, says project director Michelle Seligson. With associate director Patricia Jahoda Stahl, Seligson is launching an effort to put the development of social and emotional intelligence on par with study skills in afterschool programs. Their new book, *Bringing Yourself to Work*, and the related staff training program aim to broaden self-knowledge skills among caretakers so they can improve the social and emotional dynamics of their programs.

Great programs, Seligson and Stahl say, are built on trust, empathy, and connection between caretakers and children. When caregivers bring their own life stories, cultural experiences, and enthusiasms to work, they enhance the self-esteem, social confidence, and learning skills of the children in their care. Researchers have found that strong adult-to-child connections ultimately reduce the rate of teen pregnancy, school dropout, violence, and drug and alcohol use.



The Power of Self-Awareness

“Effective afterschool care is about more than improving test scores or keeping kids busy,” says Stahl, an expert in developing innovative educational programs for girls and adolescents. “It’s also about investing in the development of self-aware caregivers who ‘bring themselves to work,’ who understand that quality relationships are critical to successful learning, and who take their responsibility as role models seriously.”

Caregivers who are self-aware can empathize through—and beyond—their own childhood experiences. They can also coach children to understand their own experiences in more depth. After a carnival at a Charleston, SC afterschool program, the staff and students who organized the event gathered to debrief. In the meeting, the staff leader prompted discussion by asking what went well, what didn’t, and what could be better next time.

“Instead of just moving on, they used the process to understand how each child participated,” Seligson said. “It worked well because the staff person was willing to talk about his own mistakes. Acknowledging that adults make mistakes and learn from those experiences is a great life lesson.”

Adults become role models on many levels when they are open and honest with children. When children see adults work cooperatively and resolve conflicts, they learn to resolve their own disputes. When adults share their cultures or tastes, children are encouraged to see their own interests and traits as part of a healthy whole.

Growing Emotional Intelligence

Building emotional intelligence, a goal of the new book and training program, is important for all children. Daniel Goleman, author of *Emotional Intelligence*, estimates that this person-to-person intelligence accounts for some 80 percent of an individual's success in life. Afterschool caregivers may provide a rare opportunity for children from stressed families or communities to develop this strength in a safe environment.

Seligson, a pioneer in afterschool care quality standards and founder of WCW's National Institute on Out-of-School Time, says BYTW offers a new grounding for programs. "Self awareness, relationship development, and healthy group process ultimately lead to better social and emotional environments for children."

THE BOOK

Bringing Yourself to Work: A Guide to Successful Staff Development in After-School Programs

Bringing Yourself to Work, newly published by Columbia University's Teachers College Press, documents a new vision of success in afterschool programs. Not only can children relax with other kids and strengthen academic skills, but they can also benefit in concrete ways from mentoring relationships with afterschool caregivers, according to authors Michelle Seligson and Patricia Jahoda Stahl.

The book presents the research basis for this new vision and the specific skills staff require to increase self awareness, sustain healthy relationships, and improve group dynamics.

A growing body of research points to beneficial outcomes for children who have strong relationships with their adult caregivers. Increased academic success, better family relationships, and fewer problems with drugs and alcohol result when children and adolescents develop social-emotional skills in afterschool contexts. The book draws on the work of the Stone Center

scholars who have observed that meaningful connections with others, authenticity in relationships, and mutual empathy promote the growth of all people.

The book provides tools and guidance to help individuals enhance their relational abilities and increase their self-awareness. The tools help caretakers recognize factors in their own life experiences and perceptions that shape their responses to children in their care. For example, caregivers who were shy as children need to step beyond their own experiences to accurately judge whether a child who often plays alone is shy—and in need of help joining groups—or is introverted and simply enjoys self-directed activities.

The case studies in *Bringing Yourself to Work* illustrate the path toward being a better group member and building emotional intelligence, a newly acknowledged contributor to real-life success for children and adults.

This book may be ordered from the WCW Publications Office at 781-283-2510 or via the Web at www.wcwonline.org.

THE TRAINING

A Fresh Step toward Better Afterschool Programs

What does it mean to have high emotional intelligence? Participants in Bringing Yourself to Work trainings explore that question as they learn how incorporating their personal perspectives into their work can transform a good afterschool program into a great one. The training, conducted nationwide by Seligson and Stahl, provides a catalyst for improving both afterschool program quality and staff dynamics.

A recent training participant said the two-day workshop provided a fresh perspective. "The training helped me look at myself first to create a good environment—not always easy in this field."

The training, which can be delivered as a two-day workshop or a modular series, transforms theoretical work in relational theory, emotional intelligence, and social emotional learning into practical exercises, direct tools, and self-assessments. Seligson and Stahl begin by establishing a supportive environment that helps participants articulate the motivations, experiences, and goals that each person brings to the workplace. Through exercises and discussions, they explore the components of emotional intelligence and ways to help children and adolescents gain these skills. The program designers hope that participants will spread these insights by training others in their field.

To learn more about training opportunities, contact Paricia Johada Stahl at 781-283-2531 or visit the Web site at www.bringingyourselftowork.com

Interview with Jo Kim

Jo Kim, a postdoctoral research fellow at the Wellesley Centers for Women since December 2001, studies gender, race and ethnicity, the workplace, immigration, and globalization. Kim did her master's and doctoral degrees in sociology at Columbia University, where she examined workplace relationships between Korean managers and their Korean-American white-collar employees in U.S.-based Korean transnational corporations.

In addition to her research interests, Kim is enthusiastic about teaching and working with students and has taught a number of courses in sociology and women's studies at Columbia and Rutgers Universities. In the spring semester of 2004 she will be teaching a course on Asian-American women in the Women's Studies Department at Wellesley College, where she is currently a visiting assistant professor.



Can you tell us a bit about the background and structure of your study?

Using a snowball-sampling technique, I conducted 57 in-depth interviews with managers and workers in the U.S. headquarters of Korean multinational companies, located mainly in New York, New Jersey, and California. These corporations were predominantly electronic and heavy-equipment manufacturing firms. They typically had an average of 85 staff members, 10-15 percent of whom were Korean-national male senior managers who were in three- to five-year posts in the U.S., and 30 percent of whom were Korean-American, white-collar, middle managers. The remaining 55-60 percent was made up of male and female U.S. workers of various ethnic backgrounds.

How does a sociologist decide to study multinational corporations?

I am very interested in cultural tools as the basis for understanding people's work experience. My research examined how racial and ethnic stereotypes, self-perceptions, and assumptions affect people's work lives, and how context shapes our understanding of others' behaviors as well as our own. I decided that multinational corporations would be a rich environment in which the complex issues around ethnicity, gender, and identity could be observed.

By studying the features that are unique to these corporations, I hoped to understand the ways in which inequality is reproduced in the context of a workplace and the role that cultural interpretations play in constructing "differences."

What were your major findings?

My findings revealed the complex ways in which people use cultural narratives that are particular to the workplace to draw boundaries around ethnicity and gender. A mix of Korean nationals, first- and second-generation Korean-Americans, and the racial and ethnic diversity of the rest of the staff create ample opportunity for cultural assumptions to affect how the workers interpret differences.

While Korean managers valued their Korean-American subordinates highlighting their “Korean” work ethic and claiming moral superiority over “Americans” (code for “whites”) in resistance to racism, at other times they took on racist positions to devalue the Korean-American workers because of their immigrant status.

The Korean-Americans also drew on these repertoires to assess the moral worth of the Korean managers. They used “Korean” as code for being traditional, autocratic, and sexist when criticizing the managers’ biased practices but claimed moral superiority over the managers by highlighting their own “American-ness”—code for being progressive, professional, and egalitarian.

The Korean-American women used ethnicity in paradoxical ways to express and interpret their coping strategies. For example, they described as “Korean” rather than sexist a homosocial corporate culture in which women are excluded from critical client entertaining and socializing (typically involving late nights and heavy drinking). Interestingly, they used ethnicity to explain things for which they could find no obvious reason. On the one hand, the women justified their own behaviors of resistance by accentuating their “American-ness,” while on the other hand, they explained their accommodating behaviors by exaggerating their “Korean-ness.”

An important finding of the study is that in a workplace where managers and workers are divided by ethnicity, worker discipline and resistance can take on ethnic forms, and ethnicity becomes a vehicle for negotiating differences.

What was it like doing this research?

Being bilingual was definitely helpful because I was able to relate to both the Korean-national managers and the Korean-American staff members. I also had a number of extremely helpful informants who made crucial connections that facilitated my entry into these firms. Some managers were initially reluctant; it is only natural for people to feel threatened by outsiders who want to “study” them. But with time, I learned to put them at ease by presenting myself as a student who was eager to learn about them and their work, and eventually most managers agreed to participate.

Being a female researcher was helpful, and I guess that being a doctoral student from a well-known institution also helped, especially with the managers who came from elite backgrounds. My Korean-American identity allowed me to establish my ties with the Korean-American staff, who often said things like, “You know how it is with us,” including me as one of them.

I gained many things from doing this study. I really value the experience of learning about people’s work lives, how their work life shapes their world views, and what it means to them. Listening to sometimes very emotional stories and experiences, I was struck by how much of who they were and how they feel is influenced by their work experiences. Of course, that is not to say that people did not have many other meaningful aspects to their lives. In fact, many of the managers and staff talked about their family obligations and how they coped with juggling family and work.

But what was interesting to me were the complex ways in which the self is constructed by the positions one occupies in various overlapping social contexts, including the home and the workplace. This was particularly evident among the older Korean immigrant women who were in the least favorable positions in the firm but had the longest tenure, mostly because of their age, family obligations, and the limited opportunities they had outside Korean firms.

One of the challenges that I have found in doing field work as a researcher is that, as you allow yourself to be immersed in the “field” and try to see the world as those you are studying see it, you also have to learn to withdraw and resist the temptation to interact or respond “too much” to what is going on or being said. That can be difficult at times, especially when people have let me into their offices, their homes, and their lives.

What are your next projects?

During my time here at WCW, I have been elaborating on some of the theoretical ideas posited in the study. I’ve also been framing the data to examine the different cultural tools that people mobilize in constructing their views and how those may vary by ethnicity, gender, and class.

Continuing my interest in boundary-making and identity constructions, I am currently involved in developing a CRW-based research project on mixed-race adolescents. I am interested in ways in which they consider themselves similar to or different from other racial groups, the cultural repertoires they mobilize to construct their views of others and themselves, and their perceptions of racism. I want to explore the theories and language that these adolescents use to categorize differences and to understand the world from their standpoints.

More information on this topic is available in “The Construction of Gender and Ethnicity in the Globalizing Workplace” by Jo Kim. This paper may be ordered from the WCW Publications Office at 781-283-2510 or via the Web at wcwonline.org.

Conference on Violence against Women Sparks Worldwide Interest

The announcement by the Wellesley Centers for Women of plans to host a spring 2004 conference, *Innovations in Understanding Violence against Women*, has generated unprecedented interest from all parts of the world. To date, more than 300 abstracts for conference presentations have been submitted from 45 countries, evidence of how much this subject is on the minds of researchers, advocates, activists and governmental as well as non-governmental leaders everywhere.

The first in a series of international research and action conferences to be presented by WCW, the event will take place April 25-28, 2004, in Wellesley, MA. The purpose of the conference is to advance understanding of violence against women by sharing and promoting innovative methodologies in both research and prevention.

Innovations in Understanding Violence against Women will be a forum in which approaches to, and findings of, contextually relevant research from northern and southern hemispheres will be presented and discussed. The Centers hope the conference will expand worldwide awareness and understanding of violence against women, broadly defined to include interpersonal violence, family and community violence, and violence that is politically or socially motivated. The conference will address such specific topics as:

- the roots of gender-based community violence
- violence against women as a violation of human rights
- the relationship between war and violence against women
- designing politically sensitive and culturally relevant research methodologies
- qualitative and quantitative research on gender-specific violence prevention
- trafficking in women
- documenting individual women's experiences.

Conference organizers have designed the program to foster participatory and collaborative interaction among participants from around the globe. The conference will be an international, interactive, dialogue-based gathering of researchers, practitioners, and advocates. It will include talks by internationally renowned experts on issues of violence against women, field-initiated paper presentations, and roundtable discussions. The program has been designed to maximize networking and the formation of collaborations across and within countries.

For more information, e-mail WCW-InternationalResearch@wellesley.edu, or visit the conference Web site at www.wcwonline.org/conference.



Hana Kobayashi, Associate Professional Officer in the Gender and Development Programme at the United Nations Food and Agriculture Organization Regional Office for Asia and the Pacific in Bangkok, discusses gender and development issues with WCW Executive Director Susan Bailey while visiting the Centers in September.

Gannett Addresses Key Gatherings in Australia and New Zealand

Ellen Gannett, codirector of the Centers' National Institute on Out-of-School Time, traveled this fall to New Zealand and Australia, consulting with colleagues and speaking at major gatherings of policymakers and program providers.

On September 18, Gannett gave a talk entitled "The Changing Landscape of Out-of-School Time in the United States" for the Australian Network of Community Activities at the Parliament House in Sydney. The audience included providers of Out-of-School programs, government officials, and community leaders. While in Sydney, she also visited two out-of-school-time programs including one that serves Aboriginal children and their families and focuses on cultural and artistic expression. Later in the week, Gannett delivered the keynote address at the National Out-of-School Care and Recreation Conference in Wellington, New Zealand.

Commenting on her experience, Gannett said, "This trip has strengthened my belief in the importance of multiculturalism in out-of-school time. Both Australians and New Zealanders have a deep respect for the land and traditions of the indigenous Aborigine and Maori cultures. In Wellington, the conference participants were greeted by young people with song, dance, and prayer to give thanks for the opportunity to work hand-in-hand on behalf of families and children. I was deeply moved by these rituals and the revitalization of customs that might have been destroyed were it not for citizens' commitment to officially reclaim the history of the indigenous people."

Williams Presents Research at Conference in South Africa

In May, Linda Williams made her third trip to South Africa to participate in and present two papers at the Second South African Gender-Based Violence and Health Conference, held in Johannesburg. This conference brought together over 200 participants—predominantly those working to stop violence against women in South Africa, but also including representatives from Eritrea, Nigeria, Uganda, Sudan, Cameroon, Canada, United Kingdom, Switzerland, and the United States. The three-day conference addressed the critical issues of child sexual abuse, HIV/AIDS and gender based violence, and domestic violence and health issues.

Williams presented "Women's lives and women's voices: Pathways to recovery by survivors of child sexual abuse," coauthored with Victoria L. Banyard. This presentation focused on women's strength and resilience and on understanding women's resistance to the negative consequences of violence in childhood. Williams reported new findings from in-depth interviews with African-American women of lower socioeconomic

status in the U.S. These women have negotiated pathways to survival and found ways to function adaptively despite numerous childhood stressors. Through qualitative analyses, Williams and Banyard were able to identify strategies for survival.

"Liberating methodologies for understanding and transforming violence against women," coauthored with Nadera Shalhoub Kevorkian of Hebrew University, Jerusalem, explored the link between research on violence against women and activism. The authors used case studies of violence against women in oppressive sociopolitical contexts to demonstrate the connections between feminist research, women's experiences, activism, and liberation. Kevorkian and Williams discussed how the politico-gender context and social consciousness influence violence against women, impact researchers, affect our understanding of abuse, and raise questions about methodologies.

The conference forged important connections for future international work in preventing violence against women. Many attendees indicated their strong interest in participating in the WCW conference planned for April 2004 (see related story on page 28).

Hartling Part of International Meeting on Human Dignity and Humiliation Studies

Linda Hartling, associate director of the Jean Baker Miller Training Institute, was an invited presenter at the first annual Meeting on Human Dignity and Humiliation Studies in Paris this fall. The meeting was coordinated by Evelin Lindner of the University of Oslo and hosted by the French Maison des Sciences de l'Homme. Using Relational-Cultural Theory as a theoretical foundation, Hartling's talk explored the complex dynamics of shame and humiliation that can lead to profound and enduring psychological and social problems. On the basis of the research she has done to develop a scale that will assess cumulative experiences of humiliation and fear of humiliation, she proposed possibilities for interrupting and transforming these life-damaging experiences. Other presenters examined the connection between humiliation and armed conflict, using the examples of Somalia and Rwanda; the systemic humiliation of subjugated groups in Africa; and the treatment of women in postwar Iraq.

The meeting on October 12-13 launched an international, interdisciplinary network of scholars and activists who will work collaboratively to understand, prevent, alleviate, and eliminate the pervasive and destructive consequences of derision and degradation. The network, which envisions collective efforts promoting dignity and mutual respect for all people, is the first step in the founding of a center for human dignity and humiliation studies, to be anchored at Columbia University in New York.

Marx Presents Workshops at Conference on Global Education

Senior research scientist Fern Marx served as seminar resource person and facilitated two workshops at a week-long gathering of 38 high school educators from around the world in July 2003. InterCultural Promise: Educating a New Generation of Women Leaders was presented by Saint Mary's College Center for Women's InterCultural Leadership in Notre Dame, Indiana. Drawing on the global education work of the Sisters of the Holy Cross and augmented by guest presenters, the seminar enabled participants to reflect on the challenges facing educators of today's young women and to share lessons learned from dealing with those challenges.

Presenting work from her WCW project on Raising Competent and Confident Girls, Marx used one workshop to focus on the interplay of gender equity and adolescent development when instilling leadership concepts in high school girls. In another session, she introduced participants to leadership development through social activism, using the WCW teaching guide, *Shaping a Better World: Global Issues/Gender Issues*, authored by Janet Kahn and Susan Bailey.

Participants in the seven-day conference included lay and religious educators from Bangladesh, Uganda, Sri Lanka, Brazil, and five U.S. states. They came from public high schools, Catholic, Islamic, and Native American schools, and from girls-only and coeducational institutions.

USAID Publishes WCW Research Review

The Office of Women in Development at the U.S. Agency for International Development has funded and published a review of research literature on gender violence in schools in developing countries conducted at WCW. The report, "Unsafe Schools: A Literature Review of School Related Gender Based Violence in Developing Countries" was written by Jo H. Kim and Susan M. Bailey with Sumru Erkut, Nada Aoudeh, Ineke Ceder, and Victoria L. Banyard. The report identifies, annotates and synthesizes research studies and projects/interventions addressing primary- and secondary-school-related gender-based violence.

The review reveals the need for more studies documenting and analyzing the effects of gender violence on the education and health of students in developing nations. A major gap in the existing research includes a lack of information on boys as victims, including recognition of homophobia as a root cause of much of the violence directed toward boys.

The full report, including the 70-page annotated bibliography, is available on the Web at: www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/unsafe_schools_literature_review.pdf.



Is Child Care Bad for Kids?

by Nancy L. Marshall



Recent headlines have once again raised the question of whether child care is bad for children. After decades of research, advocacy, program development, and policy, what do we really know about child care? Before addressing this question, it is important to talk about the larger question: what do we really know about women's (and men's) lives? The question of child care can only be answered as part of a discussion about how women and men meet the two challenges of both raising the next generation and providing economically for themselves and their families.

Over the past century we experienced dramatic changes in the United States, including a shift at the turn of the 20th century from an industrializing society, in which few women held paid jobs, to a postindustrial society in which paid employment is the norm for women. This change has been most dramatic among mothers of children under the age of six; as recently as 1975, only 39 percent of mothers of young children were employed, compared to 64 percent in 2001. The last century also saw dramatic changes in how we raise the next generation. With the rise of dual-earner

families, single-parent families, lesbian and gay families, and so on, families no longer follow a "one size fits all" pattern.

Outside the family, universal schooling is now taken for granted, at least from first grade through high school. But our societal response to caring for younger children has been less consistent. Formal child care has been available during some time periods (such as World War II) or for some families (Head Start for low-income children), but when advocates call for public funding for child care for all children, controversy erupts.

This is not new; it happened in the 60s and 70s, and it is happening now. Why does this controversy continue? I would argue that the question of child care is problematic because it is tied to the question of women's labor. Even though employment is the norm for women now, U.S. society continues to maintain the interlocking myths that women are the natural caregivers of young children and that men must work long hours to support their families. This is the modern version of the 1950s myth that women belong in the home and men belong in the workplace.

In the midst of this new/old controversy, policy makers and activists have generated a variety of responses to these societal changes for women, children, and men. We now have a patchwork of policies and programs that provide some resources for some families. For example, the Family and Medical Leave Act (FMLA) allows some women to take unpaid time off for the birth or adoption of a child. However, the restrictions of the FMLA mean that this option is limited to only certain groups of women. Still under discussion is whether family leave should be expanded for longer than the 12 weeks currently available under the FMLA, whether leave should be paid so that families do not have to choose between income and time with an infant, and whether the FMLA should be expanded

Commentary features perspectives of individual staff members at the Wellesley Centers for Women.

to cover employees who are currently exempt, such as employees of small businesses. Even if such changes were implemented, the FMLA still wouldn't address the every day conflicts between parenting and employment, such as when a child is too sick to go to child care or school but not sick enough for a parent to take FMLA leave. This raises questions about the nature of paid work and the workplace. How does the workplace need to change, not just for women but also for men?

Another topic of debate is the balance between extending the availability of child care versus raising standards for the quality of child care. There is clear evidence that higher quality child care is good for children, but raising standards of care costs money—funds which, in a tight economy, could instead go to increasing the number of families who can afford to use child care. How do we balance these competing needs? Do we have to accept a trade-off between availability and quality?

What is the role of research in answering these questions? We know from research that quality child care, especially for three- and four-year-olds, is one factor that helps to prepare children for schools in the 21st century. We also know that when parents have flexible jobs that allow them to respond to everyday parenting needs, they feel less conflict between the demands of family and employment. And we know that women's employment is crucial to maintaining the economic well-being of families and to promoting gender equity. But there are still many unanswered questions.

Where does this leave parents, policy makers, and concerned citizens? First, it is important to remember the links between employment and child care. If our workplaces require us to work 50 to 60 hours a week, that means long hours of child care, which may be too stressful for some children, although just fine for most children. Is the solution for mothers to stay home? Or is the solution a rethinking of the workplace—how long we work, when and where we work, and how the work is distributed within a workplace or a family? Or is there something about the child care setting that needs to change? Second, it is important to remember that the research shows that families are the most important influence in a child's life in the early years, whether or not the child is in child care. Support for families, therefore, will also support children. Third, while researchers talk about group trends, individual children may have vastly different experiences. Finally, research is not infallible. It is a tool, but only one tool to be used in thinking about choices for our own lives and for our society as a whole. Policy decisions are ultimately as much about power as they are about research, and individual family decisions should be as much about the circumstances of that family, their options and preferences. Research can help to inform both personal and policy decisions but should never determine them.

Nancy L. Marshall, Ph.D., is a senior research scientist and an associate director of the Center for Research on Women. She currently directs several studies at the Center including the Massachusetts site of the NICHD Study of Early Child Care and Youth Development, the Massachusetts Early Care and Education Study, and the Maine Cost and Quality Study. To learn more about her work, visit www.wcwoonline.org/research-nmarshall.html.

New Funding

Out-of-School Time Services for Older Youth: Exemplary Practices and Program Models

*Project Director: Ellen Gannett
Funded by AOL Time Warner Foundation*

This project will investigate the out-of-school-time programs offered to teens ages 13-19 through the members of the Cross Cities Network, a network of leadership from 21 citywide after-school initiatives in major cities in the United States. The final products will include a background paper and profiles of these efforts that will elucidate the best practices, programs, and strategies for serving teens during the afterschool hours.

Leading for Quality Initiative

*Project Director: Ellen Gannett
Funded by the City of Cambridge
Department of Human Services Programs
and the Cambridge Community Foundation*

This evaluation project will determine the extent to which participating after-school program sites have increased the depth of their commitment toward, and are engaging in, a continuous improvement process. This project will also examine whether Leading for Quality's improvement strategies appear to be moving programs toward and/or contributing to actual changes in program quality.

Massachusetts Preschools

*Project Director: Nancy L. Marshall
Subcontract from Rutgers University
Funded by The Pew Charitable Trusts*

The National Institute for Early Educational Research, a nonprofit research organization based at the Graduate School of Education at Rutgers University, is conducting a study of preliteracy and math readiness among children attending preschool classrooms in Massachusetts and New Jersey. Researchers at the Center for Research on Women will collaborate on this study by overseeing observations of 100 Massachusetts classrooms and participating in preparing reports and papers from the study.

Evaluation of the Jacksonville Children's Commission

*Principal Investigator: Fern Marx
Project Director: Ellen Gannett
Funded by the City of Jacksonville,
Jacksonville Children's Commission*

This is the third and final year of the Jacksonville After-School Experiences Study. Two follow-up surveys will be conducted with the students enrolled in the study and their parents. Focus groups and interviews will also be completed in the three case-study schools with teachers, staff, and administrators. In 2004, program observations will be conducted with the two middle and one elementary case-study schools. Additionally, surveys will be administered to approximately 600 direct-care staff in the 50 afterschool programs funded by the Jacksonville Children's Commission in order to better understand program quality issues.



Urban Adolescents' Perceptions of Social Class and Relationships at Work Entry

*Project Director: Anne Noonan
Funded by the Robert S. and Grace W. Stone Primary Prevention Initiatives:
Empowering Children for Life*

This study involves an innovative collaboration with a local school department's school-to-work program. The project director will conduct qualitative, in-person interviews with 30 urban high school students participating in the program to determine how these adolescents perceive, construe, and navigate social class and social-class differences, and how these factors influence their work relationships and overall work experiences.

After-School and Out-of-School Time Evaluation Project: Phase Two

*Project Director: Ellen Gannett
Funded by the Commonwealth of Massachusetts Department of Education*

This project is an extension of work that NIOST has provided to the Massachusetts Department of Education over the past three years. In this phase, NIOST will design and develop the Programming for After-School Youth Outcomes (PAYO) self-assessment tool. PAYO will strengthen grantees' capacity to contribute to positive outcomes for youth and will become an integral component of the current outcomes-based evaluation system. NIOST will also provide multiple training sessions, resources, and technical assistance to grantees.

San Jose 4 Quality Initiative Enhancement

*Project Director: Ellen Gannett
Funded by The David and Lucille Packard Foundation*

The David and Lucille Packard Foundation has supported the San Jose 4 Quality Initiative (SJ4Q) project since December 2000. This grant will conclude evaluation activities; address and improve the economic viability of after-school programs in San Jose and Santa Clara County through SJ4Q leadership, quality standards, collaboration, and training; equip 20 site directors and program managers among the SJ4Q partner organizations through a "train the trainer" approach; and identify communities ready for replication of the initiative by creating a marketing strategy that includes materials, training videos, Lights-On events, and a Web site offering the "key ingredients" to the success of the San Jose 4 Quality Initiative to communities throughout the state of California.

Additional Funding

Nancy Marshall received funding from Mills Consulting Group for the Early Intervention/Behavioral Health Child Care Inclusion Project through the Commonwealth of Massachusetts Office of Child Care Services.

Fern Marx received a continuation grant from Girls, Inc., Project Bold to measure the implementation of Living Safe and Strong in Taunton, MA.

Peggy McIntosh received additional funding from Lucent Technologies with the University of Southern Maine for a study of the impact of the S.E.E.D. (Seeking Educational Equity and Diversity) Project in Elk Grove, CA schools.

The National Institute on Out-of-School Time received additional funds from Illinois School-Age Child Care, Oregon Center for Career Development in Childhood Care, Public Broadcasting Service, and WGBH.

Pamela Seigle received additional funding for Reach Out to Schools from the E. Franklin Robbins Trust.

Nan Stein and **Linda Williams** received additional funding from the University of North Carolina Injury Prevention Research Center for the National Violence Prevention Leader and Practitioner Training Program. This project is funded through the Centers for Disease Control.

Mixed Ancestry Adolescents (2003)

Sumru Erkut, Ph.D., and Allison Tracy, Ph.D.

Paper Order No. 409

\$10.00

Based on data provided by the 90,000 adolescents in the in-school survey of the National Longitudinal Study of Adolescent Health, this paper investigates whether adolescents who claim mixed ancestry report more adjustment problems (higher levels of depression, substance use, health problems) than their peers who claim a single ancestry. The approach was designed to examine whether mixed-ancestry adolescents reveal tendencies that can be expected from characteristics of their constituent ancestries, or whether the phenomenon of mixed ancestry is a unique experience that cannot be explained on the basis of constituent ancestries. The results showed that adolescents of some mixed ancestry combinations report more adjustment problems than the single ancestry adolescents in their constituent race/ethnicities on many but not all indicators of social adjustment. Adjustment problems were more prevalent among boys of mixed ancestry, especially among boys whose constituent ancestry included an Asian or a white identity.

How After-School Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement (2003)

Georgia Hall, Ph.D., Nicole Yohalem, M.Ed., Joel Tolman, BA, and Alicia Wilson, MSW, MPP

Paper Order No. CRW30

\$10.00

This report by the National Institute on Out-of-School Time (NIOST) in association with The Forum for Youth investigates how after-school programs in Boston can most effectively promote positive youth development as a support to academic achievement. By using the positive youth development approach, quality after-school programs can incorporate the supports and opportunities necessary for young people to succeed both developmentally and academically. The researchers outline key ways quality after-school programs can help to overcome critical barriers to learning and can support academic achievement and the well-being of children and youth. This report: (1) provides a review of learning theories; (2) explains the features and rationale of

the positive youth development approach; (3) provides local and national examples of programs utilizing positive youth development strategies to support youth development and academic achievement; (4) articulates the particular challenges facing Boston in its efforts to build the capacity of after-school programs to promote positive youth development; and (5) offers both short-term and long-term recommendations regarding local actions and policy activities.

A Theoretical Model of Mixed Ancestry Racial/Ethnic Identity Development (2003)

Peony Fhagen-Smith, Ph.D.

Paper Order No. 413

\$10.00

To date no theoretical work on racial/ethnic identity development adequately provides a framework for explaining current empirical findings concerning racial/ethnic identification among mixed ancestry youth. This paper reviews current research on the mixed ancestry experience and proposes a mixed ancestry racial/ethnic identity development model that incorporates Rockquemore and Brunsmas's (2002) work on mixed ancestry identity types, Cross and Fhagen-Smith's (1996, 2001) life-span model of Black identity development, Cross's (1991) Nigrescence theory, Phinney's (1989) Ethnic Identity Development Model and Erikson's (1968) and Marcia's (1980) work on ego identity development. The proposed model considers contextual influences, fluidity in racial/ethnic identification, and developmental changes over time for three developmental age periods, preadolescence, adolescence, and young adulthood.

**Prevention through Connection:
A Collaborative Approach to
Women's Substance Abuse (2003)**

Linda Hartling, Ph.D.

Paper Order No. 103
\$10.00

This paper conceptualizes substance abuse as a disease of disconnection, which progressively separates and isolates people from relationships that can help them reduce their risk, promote their recovery, and ensure their health and well-being. Examining, particular, substance abuse among women, the author explores how women often use drugs or alcohol in two ways: 1) to facilitate and establish connections with others, such as intimate partners, peers, and social groups, and/or 2) to cope with serious relational disruptions, violations, or trauma. In response, the author proposes a relational approach to prevention that emphasizes collaboration and the development of growth-fostering interpersonal, professional, and community relationships—prevention through connection. Using an example from a college setting, this paper describes how everyone can participate in a relational approach to prevention, opening the way to new possibilities and opportunities to reduce high-risk substance use and abuse. This paper will appear as a chapter in an upcoming casebook on Relational-Cultural Theory, edited by Wendy Rosen and Maureen Walker to be published by Guilford Press.

**Strengthening Resilience in a Risky
World: It's All About Relationships
(2003)**

Linda Hartling, Ph.D.

Paper Order No. 101
\$10.00

Building on Judith Jordan's earlier work (Paper Order No. 57), this paper challenges the commonly held view that resilience is a unique form of individual "toughness" endowed to a lucky few and suggests that resilience can be strengthened in all people through participation in growth-fostering relationships. The author reviews the research describing individual, internal characteristics associated with resilience and explores the relational aspects of these characteristics. A case example illustrates that efforts promoting relational development help people grow through and beyond experiences of hardship and adversity. In addition, the author proposes specific ways resilience can be strengthened through engagement in relationships that enhance one's intellectual development, sense of worth, sense of competence, sense of empowerment, and, most importantly, sense of connection.

**Valuing Vulnerability: New
Definitions of Courage (2003)**

Judith Jordan, Ph.D.

Paper Order No. 102
\$10.00

In a dominant, Western culture that celebrates strength in separation and holds unrealistic expectations for independent, autonomous functioning, vulnerability is seen as a handicap. This system creates the illusion of an invulnerable and separate self, using autonomous, individualistic standards to measure a person's worth. Since these unrealistic expectations cannot be humanly attained, these controlling images become the source of shame and disconnection. Relational-Cultural Theory (RCT) suggests that there is value in embracing vulnerability and in providing support, both at an individual and a societal level, for the inevitable vulnerability of all people. Rather than espousing the individual, mostly mythical, traits of a "lone hero," RCT moves us toward new and important pathways to resilience and courage through connection. A version of this paper was originally presented at the 2002 Learning from Women Conference cosponsored by Harvard Medical School and the Jean Baker Miller Training Institute.

Telling the Truth About Power (2003)

Jean Baker Miller, M.D.

Paper Order No. 100
\$10.00

In this culture, those in power do not usually talk about it and the rest of us tend not to recognize it, either. A similar situation exists in therapy, where the therapist herself may not be aware of her own power-over tactics. This paper suggests methods that may help therapists to acknowledge their power and also to change from power-over actions to mutually empowering relationships. From this line of thinking, there follows an exploration of altering the concept of boundaries in therapy into mutually constructed agreements between patient and therapist. The paper was first presented at the Summer Training Institute of the Jean Baker Miller Training Institute, June 2003.

**Relational Aggression and Bullying:
It's More Than Just a Girl Thing (2003)**

Nancy Mullin-Rindler, M.Ed.

Paper Order No. 408
\$10.00

Meanness and aggressiveness in girls has been the topic of recent media attention and several popular books, which have presented this behavior as a new and previously unstudied phenomenon, and one that is on the rise. Whether called "relational aggression," "social cruelty," "peer harassment," or "relational bullying," it is typically described as part of a hidden culture unique to girls. This paper examines these assumptions and cites research suggesting that relational aggression—along with bullying, sexual harassment, and other forms of personal violence—may be symptomatic of a larger pattern of societal violence that negatively affects both girls and boys. The paper makes the case that relational aggression is neither new among girls nor unique to them, and offers concrete, research-based, and developmentally appropriate strategies for improving the aspects of school climate that perpetuate relational aggression.

Selected Bibliography of Children's Books About Teasing and Bullying for Grades K-8 (Revised 2003)

Nancy Mullin-Rindler, M.Ed.

Paper Order No. RL102
\$15.00

This annotated bibliography contains hundreds of listings of children's literature, classroom resource materials, audiovisual selections, Internet resources, and references for teachers and parents. An introductory section provides a conceptual framework for understanding bullying.

Patterns of Family Violence in Japan

Hilda Maria Gaspar Pereira

Paper Order No. 411
\$10.00

This paper provides an overview of the historical and cultural context for understanding family violence, gender and family relations, and gender discrimination in Japan. It describes four distinct forms of family violence in which Japanese women are either victims or perpetrators or both: filial abuse, child abuse, partner abuse, and elder abuse. Moreover, it offers an explanation for why Japanese society and policymakers have been particularly slow to recognize and respond to two forms of family violence: partner and child abuse.

Academic Success and Struggle: A Study of Motivation and Literacy in a Sample of Low-Income Seventh Graders (2003)

Michelle V. Porche, Ed.D., and
Stephanie J. Ross, M.A.

Paper Order No. 410
\$10.00

This paper investigates the influence of motivation and gender on the language and literacy achievement of a group of 54 low-income children in 7th grade who have been followed since they were three years old. Mixed methods were used to explore the relation between motivational resources (including perceived scholastic competence, engagement in learning, and future aspirations) and reading and achievement outcomes. Reading comprehension ability, as measured by standardized tests, was shown to be necessary but not sufficient for academic success for both boys and girls. While there were no

significant gender differences in motivation as measured by scholastic competence and engagement, students' written narratives suggested that boys and girls diverge in their understanding and expression of motivation as it relates to future aspirations and goals.

Bringing Yourself to Work: A Guide to Successful Staff Development in After-School Programs (2003)

Michelle Seligson, M.Ed., and
Patricia Jahoda Stahl, M.Ed.

Book Order No. 1013
\$18.95

Published by Teachers College Press, this groundbreaking professional-development book helps directors and staff create healthier learning environments for children and youth in after-school programs. The authors outline the support and skills staff need to increase self-awareness, sustain healthy relationships, and improve group dynamics. Building on the latest research in emotional intelligence, relational theory, and group relations, this hands-on guide includes:

- Advice for dealing with issues commonly faced by staff, such as learning how to respond to difficult situations with colleagues, children, and parents
- "Next Step" activities to help staff successfully use the tools and practices suggested in this volume to enact change in their own settings
- A self-assessment tool and scoring key for analyzing individual self-awareness, the ability to relate to others, and an understanding of one's role within a group setting
- Stories that profile individuals as they build emotional intelligence and become more effective group members.

Links to Learning: Supporting Literacy in Out-of-School Time (2003)

National Institute on Out-of-School Time (NIOST)

Video Order No. M17
\$25.00

This latest addition to NIOST's Links to Learning video series highlights the multiple ways that after-school practitioners can promote and incorporate literacy into their program activities and curriculum.

Home Study Program, Women's Growth in Connection (2003)

Jean Baker Miller Training Institute

Home Study Program Order No. HS#1
\$99.00 with Women's Growth in Connection; \$80.00 without the book

This home study program, approved by the American Psychological Association, allows psychologists working in distant locations to earn seven professional continuing-education credits while studying the founding concepts of the Relational-Cultural Theory developed at the Stone Center.

Introduction to Relational-Cultural Theory: PowerPoint Presentation Kit (2003)

Linda Hartling, Ph.D., Jean Baker Miller, M.D.,
and Judith Jordan, Ph.D.

PowerPoint Presentation No. PR#10
\$50.00

This Microsoft PowerPoint presentation, designed for classroom or instructional use by advanced Relational-Cultural Theory (RCT) practitioners and scholars, introduces the key concepts. The kit includes 1) CD with animated PowerPoint presentation for PC or Mac, 2) copy of Powerpoint slides for making overheads, 3) copy of audience handouts, 4) glossary of evolving concepts in Relational-Cultural Theory and 5) two working papers, *What Do We Mean by Relationships?* and *Some Misconceptions and Reconceptions of a Relational Approach*.

All of the publications listed here may be ordered from the WCW Publications Office at 781-283-2510 or via the Web at www.wcwonline.org.

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CELEBRATING WOMEN OF COURAGE



Janine Benyus To Deliver the Rachel Carson Lecture on Environmental Ethics

The Women of Courage Lecture Series, co-sponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century, celebrates women who have taken brave stands on issues such as economic justice, nonviolence, environmental ethics, and human rights.

On February 26, 2004, author Janine Benyus will deliver the Rachel Carson Lecture on Environmental Ethics. The inaugural Women of Courage lecture in 2002 honored Fannie Lou Hamer, a civil rights activist, with a lecture by social activist Linda Stout. In January of 2003, we honored Jeannette Rankin, a suffragist and pacifist, with a lecture by Congresswoman Barbara Lee (D-CA).

Janine Benyus is a life sciences writer and author of six books. Her most recent work, *Biomimicry: Innovation Inspired by Nature*, discusses an emerging science that seeks sustainable solutions by mimicking nature's designs and processes. A graduate of Rutgers University with degrees in forestry and writing, Janine Benyus has worked as a backpacking guide and as a writer for the U.S. Forest Service. She writes, teaches, lectures, and works for the protection and restoration of wild lands. An educator at heart, she believes that a better understanding of the genius of the natural world will result in more people cherishing and opting to protect it.

Rachel Carson, writer, scientist, and ecologist, grew up simply in the rural river town of Springdale, Pennsylvania. From her mother she inherited a life-long love of nature and the living world that Carson expressed first as a writer and later as a student of marine biology. Disturbed by the profligate use of synthetic chemical pesticides after World War II, Carson warned the public about the long-term effects of misusing pesticides. In *Silent Spring* (1962), she challenged agricultural and governmental practices and called for a profound change in our view of the natural world. Attacked by the chemical industry and some in government as an alarmist, Carson bravely spoke out to remind us of our fragile place in the ecosystem. Testifying before Congress in 1963, Carson called for new policies to protect human health and the environment. Rachel Carson died in 1964 after a long battle against breast cancer. Her work continues to inspire new generations to protect the living world and all its creatures. (Courtesy of Carson biographer Linda Lear, 1998, author of *Rachel Carson: Witness for Nature*, 1997).

The Rachel Carson Lecture on Environmental Ethics will be held on Thursday, February 26, 2004, at the Boston Research Center for the 21st Century, 396 Harvard Street, Cambridge, MA. The program is free and open to the public. Seating is limited and reservations are required. To reserve a seat, contact the Boston Research Center for the 21st Century at rspv@brc21.org or 617-491-1090.

For more information, visit
www.wcwonline.org/n-main.html.



Happenings

SAVE THE DATE

JANUARY

Spin the Bottle: Sex, Alcohol, and Advertising

WCW Lunchtime Seminar

Date: Thursday, January 15, 2004

Time: 12:30-1:30 pm

Presenter: Jean Kilbourne, Ed.D.

Location: Collins Cinema, Wellesley College

A book signing will follow this presentation

FEBRUARY

Rachel Carson Lecture on Environmental Ethics

See related article on preceding page

Date: February 26, 2004

Presenter: Janine Benyus

Location: Boston Research Center for the
21st Century, Cambridge, MA

MARCH

Girlfighting and Gender Violence: Searching for a Context

WCW Lunchtime Seminar

Date: Thursday, March 4, 2004

Time: 12:30-1:30 pm

Presenters: Nan Stein, Ed.D., and Lyn Mikel
Brown, Ed.D.

Location: Cheever House, 828 Washington
Street, Wellesley, MA

MARCH

Racial/Ethnic Identity Development Among Multiracial/Ethnic Individuals

WCW Lunchtime Seminar

Date: Thursday, March 11, 2004

Time: 12:30-1:30 pm

Presenter: Peony Fhagen-Smith, Ph.D.

Location: Cheever House, 828 Washington
Street, Wellesley, MA

What Impact Does Infant Child Care Have on Your Children?

WCW Lunchtime Seminar

Date: Thursday, March 18, 2004

Time: 12:30-1:30 pm

Presenters: Wendy Wagner Robeson, Ed.D.,
and Joanne Roberts, Ph.D.

Location: Cheever House, 828 Washington
Street, Wellesley, MA

Achieve Boston: Building a Professional Development System for the After-School and Youth Work Field

WCW Lunchtime Seminar

Date: Thursday, March 25, 2004

Time: 12:30-1:30 pm

Presenters: Ellen Gannett, M.Ed., and
Georgia Hall, Ph.D.

Location: Cheever House, 828 Washington
Street, Wellesley, MA

An Army of Ex-Lovers: My Life at the Gay Community News—1978-1982

WCW Lunchtime Seminar

Date: Thursday, April 1, 2004

Time: 12:30-1:30 pm

Presenter: Amy Hoffman, M.F.A.

Location: Cheever House, 828 Washington Street, Wellesley, MA

The Neurobiology of Traumatic Disconnection

WCW Lunchtime Seminar

Date: Thursday, April 8, 2004

Time: 12:30-1:30 pm

Presenter: Amy Banks, M.D.

Location: Cheever House, 828 Washington Street, Wellesley, MA

Assessing Demographic and Psychological Discontinuities among Adolescent Latinas

WCW Lunchtime Seminar

Date: Thursday, April 15, 2004

Time: 12:30-1:30 pm

Presenters: Nancy Genero, Ph.D., and Elissa Koff, Ph.D.

Location: Cheever House, 828 Washington Street, Wellesley, MA

Off the Shelf and Into the Classroom: Successfully Implementing and Maintaining School-Based Programs Over Time

WCW Lunchtime Seminar

Date: Thursday, April 22, 2004

Time: 12:30-1:30 pm

Presenter: James B. Vetter, Ed.M.

Location: Cheever House, 828 Washington Street, Wellesley, MA

Innovations in Understanding Violence against Women

See related article on page 28

Date: April 25-28, 2004

Cochaired by: Linda M. Williams, Ph.D., Nada Aoudeh, MPH and M.Ed., and Victoria L. Banyard, Ph.D.

Location: Wellesley, Massachusetts

The first in a series of WCW international research and action conferences, this world-wide gathering of researchers, practitioners, activists, and advocates will focus on innovative strategies for preventing violence against women.

Race, Sexuality, and the Policing of Gender

WCW Lunchtime Seminar

Date: Thursday, April 29, 2004

Time: 12:30-1:30 pm

Presenter: Toni Lester, B.S., J.D.

Location: Cheever House, 828 Washington Street, Wellesley, MA

A book signing will follow this presentation

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